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The English Exercises are written in good, idiomatic English and will well serve their double purpose of widening and deepening the knowledge of German idiom and of furnishing a review of the chief topics of German Grammar. These Exercises are followed by a series of Fragen, "intended primarily as an aid in preparing the text for recitation." They cover approximately the first half of the story.

B. J. Vos.

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Lecturas Fáciles Con Ejercicios, by Lawrence A. Wilkins and Max A. Luria. Boston, Silver, Burdett & Company. 1916. 348 pp. \$1.00.

Among the many Spanish readers that are coming on the market in response to a sudden and growing demand, this one deserved at least a careful examination, in view of the attractive form that its publishers have given it, and the evident care expended in the collection of material included. The Spanish is idiomatic, not too easy, but above all not the translation from English so frequently found in text books written in this country. It is remarkably free from typographical errors.

It is undoubtedly true, as stated in the introduction, that teachers of elementary Spanish have been hampered by a lack of readers other than collections of the works of standard Spanish short-story writers, and novelists, works far too difficult to be appreciated by a high school beginner. Yet when a pupil has accomplished the *tour de force* of reading such a book, he has at least the satisfaction of feeling that he has conquered a new task and gained some little insight into the life of another race. This can scarcely be said of Part I—*Sección de Cuentos Europeos*—of the reader under discussion. The well known fable of the father, the son, and the donkey, or the familiar anecdote of the prince saved by a spider's web spun across the entrance to his cave of refuge, will scarcely hold the attention of the twentieth century youth or make him feel largely repaid for his struggles with a new language, unless it be in the satisfaction of meeting old friends in a new setting. Such stories can of course be arbitrarily located in a Spanish village without thereby gaining any Spanish atmosphere, but why the pied-piper of Hamelin, or King Alfred and the cakes? Surely it is not too much to hope that some day we shall have a reader that will combine simplicity of language and practicability of vocabulary with a subject matter really Spanish—and therefore interesting. The charming bits of Spanish life and scenery that so lavishly illustrate the *Lecturas fáciles* are crying for accompanying pages of description and comment that would give the reader a glimpse of Spain itself.

Part II—*Sección Panamericana*—contains much valuable material on the Latin American countries and may well fulfill the hope expressed in the introduction of increasing "the awakening realization among North Americans of the important place held by our sister republics of South America in the resources and commerce of the world." The language of these commercial and geographical articles is not easy, nor do they fall into the modern pedagogi-

cal error of "sugar-coated interest," but they will no doubt meet with a warm welcome in view of the tendency in most of our schools to teach Spanish with special reference to our relations with Latin America.

As for the exercises with which the book is so generously supplied, their value will depend upon the point of view of the individual teacher. To the one who is obliged to teach with inadequate preparation, they will be a real help. To the teacher with originality and ideas, they will seem unnecessary and useless, for the detailed directions will rarely meet the needs of a particular class or correlate with its other work. Many of them might well have been included in an introductory remark to teachers on the value of verb synopses, dramatization, retelling of stories, etc., thus avoiding the constant repetition of stereotyped directions. Many teachers will also object to the abundance of notes consisting of mere translation, placed at the foot of each page of reading matter. This makes life too easy for the lazy pupil and prevents his learning the proper use of a vocabulary. Could not the purpose of collecting idioms for drill have been better met by placing a list of them at the end of the lesson? As notes of an explanatory character have been avoided by the method, so fortunately gaining in favor, of including proper and geographical names in the vocabulary, while the grammatical notes are so relatively few and so simple as to be scarcely necessary for a class that presumably has done and is doing other work in grammar and composition, we should thus have a still more attractive page of pure reading matter.

No one book can hope to satisfy the varying demands of a thousand teachers yet this one with its abundance of material, its maps, its proverbs, its well chosen short poems for memorizing, will fill many needs.

MARION E. POTTER.

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Crandall, Ernest L. *Das deutsche Heft.* New York, American Book Co., 1916. 87 pp. 35 cents.

When a new book is put into our hands, we generally ask ourselves two questions: Is this sort of a book worth while? and Has the author been successful in making it usable in the classroom? *Das deutsche Heft*, an exercise book prepared by the German faculty of the Washington Irving High School in New York City, is very much worth while and can be used very successfully, as trial in our classes has shown. The exercises in the book are, 1 excellent reviews of the classification of nouns into groups which appeal to the child and lead him to do the grouping without the aid of the teacher or text-book; 2, a drill in the uses of the adjective; 3, examples illustrating the common forms of strong and weak verbs, which the pupil follows by writing pages of original sentences. There is in the back of the book a helpful list of about 70 nouns, 40 verbs and 30 adverbs and adjectives. The pupil has here on one page a splendid vocabulary that can be used to form all sorts of sentences. A class never loses interest in working out the exercises.

It is a pity that, in a splendid book of this kind, we find on the third page under *Grammatische Ausdrücke* errors in the use of the articles (e.g., *das*